

COMMON CORE STATE STANDARDS: IMPLEMENTATION TOOLS AND RESOURCES

CCSSO developed this list of tools and free resources to point states to promising practices and tools to support Common Core State Standards implementation. This document primarily lists resources developed by CCSSO and the lead writers of the standards and is not intended to be a comprehensive list of all resources available.

The resources are grouped into the following categories:

Information about the Standards for Teachers, Principals, Parents, and Higher Education	2
Resources for State and District Leaders.....	5
Mathematics Common Core State Standards Resources	10
English Language Arts (ELA) Common Core State Standards Resources.....	14
Connecting Career and Technical Education to the Common Core.....	16
Connecting English Language Learners to the Common Core	16
Connecting Students with Disabilities to the Common Core.....	17
Defining College and Career Readiness	18
Communications and Public Awareness	19
Assessment Consortia Information	19

INFORMATION ABOUT THE STANDARDS FOR TEACHERS, PRINCIPALS, PARENTS, AND HIGHER EDUCATION

Corestandards.org

This is the official website of the Common Core State Standards Initiative. This website includes links to the official version of the standards, canonical identifiers, news from CCSSO and NGA, and a state adoption map. The corestandards.org website will be updated this fall to include more information on state implementation.

Creators: CCSSO and NGA

Contact: [CCSSO](http://corestandards.org)

Status: Ongoing

Videos of Standards Writers Explaining Key Issues of the Common Core State Standards

This resource provides states professional-quality, modular videos to share with educators, either sequentially or on an individual basis, that describe different important aspects of the ELA and mathematics standards and key implementation issues. [The videos highlight lead standards authors David Coleman, Sue Pimentel, Bill McCallum and Jason Zimba.](#)

Creator/Lead Author: CCSSO, in partnership with the James B. Hunt Institute

Contact: [CCSSO](http://corestandards.org)

Videos of Common Core Lessons for Teachers

There are over [100 free videos related to Common Core instruction available on the Teaching Channel.](#) The videos provide lesson ideas, an overview of the ELA and Math standards and demonstrations of teaching practices. Videos vary in length from five to thirty minutes. CCSSO does not certify the alignment independently-developed resources, including these videos, to the Common Core. However, these are promising resource worth exploring.

Principal Supports

National Association of Secondary School Principals (NASSP) Common Core Resources

NASSP has a number of resources to help school leaders as they work to meet the challenge of implementing the standards, including a webinar series, articles, a library of Common Core digital publications and newsletters, and a blog on the principals and the Common Core.

Creator: National Association of Secondary School Principals

Contact: [Mel Riddile](#), Associate Director for High School Services, NASSP

Information for Parents

PTA Parent Guides

[The grade-by-grade parent guides](#) were created for grades K-8 and two were created for grades 9-12 (one for English language arts/literacy and one for mathematics). Eleven guides were created in all and are available in English and Spanish. State education agencies, school districts, state boards of education, and state/local PTAs may contact the National PTA to co-brand the *Guides*.

Creators: PTA and Common Core State Standards writers

Contact: [National PTA](#)

Council of Great City Schools Parent Roadmaps

The Council of Great City Schools has developed parent roadmaps for understanding the ELA and Math Common Core State Standards in kindergarten through eighth grade. For each grade and subject, it explains to parents what their child will be learning and how parents can support learning outside of the classroom. [Visit the CGCS website to download the roadmaps.](#)

Creators: Council of Great City Schools

Contact: [Robin Hall](#)

Military Child Education Coalition Q&A Pamphlet

This pamphlet, developed by the Military Child Education Coalition, provides background on the standards, explains why the Common Core is important to military-connected students, and discusses the new assessments that will accompany the new standards. It also includes four perspectives on the value of the Common Core – a student, a parent, an administrator, and a teacher.

Creator: Military Child Education Coalition

Contact: [Stayce Parry](#)

Information for Higher Education

College Readiness Partnership

CCSSO, the American Association of State Colleges and Universities (AASCU), and the State Higher Education Executive Officers (SHEEO) are currently working with state leadership teams from Kentucky, Maine, Massachusetts, Missouri, Oregon, Tennessee, and Wisconsin in the College Readiness Partnership.

The Partnership is a collaborative to promote broad implementation of the Common Core State Standards in mathematics and English Language Arts, with a strong focus on those issues at the intersection of K-12 and higher education systems.

Contact: [Janice Poda](#), CCSSO

Core to College

Core to College is a multi-state grant initiative designed to promote strong collaboration between higher education and the K-12 sectors in the implementation of the Common Core State Standards and aligned assessments. In ten grantee states – Colorado, Florida, Hawaii, Indiana, Kentucky, Louisiana, Massachusetts, North Carolina, Oregon and Washington – Core to College is helping states drive higher levels of alignment and collaboration to achieve greater college readiness with financial resources, technical assistance and evaluation support. Core to College is a sponsored project of Rockefeller Philanthropy Advisors with funding from the Lumina Foundation, the William and Flora Hewlett Foundation, the Bill & Melinda Gates Foundation and the Carnegie Corporation of New York.

Contact: [Anand Vaishnav](#), Education First

Related Higher Education Publications:

Implementing the Common Core State Standards: An Action Agenda for Higher Education

The issue brief, published by Achieve, Inc., American Council on Education (ACE), and State Higher Education Executive Officers Association (SHEEO), calls on the higher education community to actively participate as new state standards are implemented for English language arts and mathematics for grades K-12. It provides a concise overview of the Common Core initiative and summarizes key areas in which higher education should engage as the standards are implemented, including: defining college readiness and aligning key policies for the school-to-college transition; developing K-12 assessments and aligning college placement policies with them; aligning K-12 and

higher education curricula, and providing teacher preparation and in-service professional development.

[Discussion paper: The Common Core State Standards and Teacher Preparation: The Role of Higher Education](#)

The discussion paper, published by the Association of Public and Land-Grant Universities, lays out an action agenda for higher education institutions in Common Core implementation in four areas: aligning higher education curriculum with K-12 curriculum; teacher preparation; conducting relevant Common Core research; and developing partnerships.

RESOURCES FOR STATE AND DISTRICT LEADERS

Student Achievement Partners' Professional Development Modules

Student Achievement Partners, a nonprofit founded by three of the contributing authors to the Common Core that develops tools for effective standards implementation, have developed four professional development modules designed to support district and school leadership in their transition to the Common Core. The four modules cover: the Common Core Shifts in Math, the Common Core Shifts in ELA/Literacy, Creating Text Dependent Questions in ELA/Literacy, and Instructional Leadership in the context of the Common Core. More modules are in the process of being developed.

The modules are intended be shared widely for use directly by individual educators, in professional learning communities, or for preparing to lead the professional development in a school or district setting. The time required for each module can be customized by expanding the amount of time spent on the activities and in discussion.

Each module contains a facilitator's guide, PowerPoint presentations with thorough notes, hands-on activities, related readings and research, recommended topics for discussion, and web and video resources. Refer to the Facilitator's Guide for specific instructions on how to use each part of the module. CCSSO hosted a webinar in July 2012 to mark the release of these modules. [You may view the archived webinar and Alberti's presentation through CCSSO's website.](#)

Creator: [Student Achievement Partners](#)

Contact: info@studentsachieve.net

Common Core Survey Tool

Achieve, Education First and EDI have released a [Common Core Survey Tool](#) to help state and district leaders track the quality of implementation of the new standards. The survey item bank includes survey questions tailored to teachers and school leaders. State leaders can use the item bank as a base for creating customized surveys. The survey tool includes a guidance document that explains the context of the tool, methods for customization and use, and suggestions for how to use the data to make mid-course corrections.

Creators: Achieve, Education First and U.S. Education Delivery Institute

Contact: comment@deliveryinstitute.org

Expanded Learning Opportunities Publication

A long-standing project of CCSSO, the expanded learning opportunities (ELO) program, recently published, [Connecting High-quality Expanded Learning Opportunities and the Common Core State Standards to Advance Student Success](#).

Creator: CCSSO

Contact: [Taliah Givens](#), director for Expanded Learning Opportunities at CCSSO

P21 Common Core Toolkit

Designed to support state & district education leaders who are implementing CCSS and are committed to preparing young people to succeed in college and today's challenging workforce, the P21 Common Core Toolkit is a new resource guide which demonstrates how the P21 Framework for 21st Century Learning & CCSS align and support each other. The P21 Common Core Toolkit shows what aligning P21 skills and CCSS looks like through examples & sample lessons and identifies useful resources for education leaders currently working on CCSS implementation. [Free downloads and hard copy orders are available online](#).

Creator: Partnership for 21st Century Skills

Contact: [Tatyana Varshavsky](#), Partnership for 21st Century Skills

Tri-State Quality Review Rubric and Rating Process

Achieve is currently facilitating a collaborative initiative titled Educators Evaluating Quality Instructional Products (EQuIP) to evaluate and develop instructional units and tasks aligned to the CCSS. EQuIP builds on the efforts of the Tri-State Collaborative, including rubrics and processes developed by Massachusetts, New York, and Rhode Island to determine the quality and alignment of instructional lessons and units to the CCSS.

The Tri-State Collaborative developed criterion-based rubrics and review processes to evaluate the quality of lessons and units intended to address the Common Core State Standards for Mathematics and ELA/Literacy.

Creator: Tri-State Collaborative

Contact: CCSSO

Tagging the Common Core Standards and Developing XML Version

CCSSO and NGA developed official canonical identifiers (metadata/tagging) for the CCSS and an XML version that can be used consistently across the field. CCSSO and NGA engaged the standards writers in this process to ensure that the meaning of the standards was not lost in this technical process. Additionally, CCSSO and NGA worked with states and other partners to gain insights and feedback throughout the process. The canonical identifiers are now publically available on www.corestandards.org. An XML version of this work will be published on corestandards.org by September 2012..

Contact: [Margaret Millar, CCSSO](http://Margaret.Millar@CCSSO)

Timeline: Finalized CCSS identifiers available on www.corestandards.org. XML version will be available by September 2012.

Common Core Implementation Guide

"On the Road to Implementation: Achieving the Promise of the Common Core State Standards" is an implementation guide developed by Achieve that seeks to identify the key areas that state policymakers will need to consider to implement the new standards with fidelity. It is meant to be the starting point from which state and district leaders and their allies can organize and begin the necessary discussions around key topics to successfully implement the standards.

Contact: CCSSO

Status: Complete; materials will be added on an ongoing basis.

State Implementation Guides

To assist states in gauging the strength of their implementation plans and to illustrate how to improve them, Education First and Achieve partnered on the development of a “Common Core State Standards Implementation Rubric and Self-Assessment Tool.” This tool sets a high quality standard for a strong state role, provides some concrete details and examples to help state leaders get there and profiles some promising state approaches. Recognizing differences in state tradition, restrictions and authority for education as well as the central role of districts and other partners in implementation, the rubric identifies a strong state role that attends to three essential outcomes: accountability for results, quality of services and products, and alignment of services and products with the expectations articulated in the CCSS. The tool is intended to complement a workbook that Achieve and the Education Delivery Institute (EDI) released last year, *Implementing the Common Core State Standards: A Workbook for State and Local Leaders*. The Achieve-EDI workbook is mainly about “the how” – what it takes to organize and manage the complex implementation plan required for success. The rubric and self-assessment released in 2012 focuses more directly on the “what.”

[Rubric and Self-Assessment Tool Workbook](#)

[Open Educational Resources \(OER\) Rubrics and Evaluation Tool](#)

To help states, districts, teachers, and other users determine the degree of alignment of OERs to the Common Core State Standards, and to determine aspects of quality of OERs, Achieve has developed eight rubrics in collaboration with leaders from the OER community. In addition, to allow users to apply these rubrics and evaluate the quality of instructional resources, Achieve partnered with OER Commons to develop an online evaluation tool. OER Commons, an online repository for open education resources, is now hosting the tool and its resulting evaluation data.

Contact: [CCSSO](#)

SAS® Curriculum Pathways®

Available to educators at no cost, SAS® Curriculum Pathways® provides interactive, standards-based resources in English language arts, mathematics, science, social studies and Spanish for grades 6-12 in traditional, virtual and home schools. All materials are linked to the Common Core State Standards. Schools can adapt the content to match their technological capabilities. Visit www.sas.com/engage.

Related Publications

[Meet the Promise of the Content Standards: Professional Learning Required](#)

A brief released by Learning Forward on the critical role that professional learning plays in implementing content standards. Outlining a vision for educators supported through high-quality professional learning, the brief describes elements of effective professional learning as well as recommendations for action for educators at the federal, state, system, school, and individual level.

This brief is released as part of Learning Forward's initiative Transforming Professional Learning to Prepare College- and Career-Ready Students: Implementing the Common Core, which is supported in part by the Sandler Foundation, the Bill & Melinda Gates Foundation, and MetLife Foundation.

[Putting a Price Tag on the Common Core: How Much Will Smart Implementation Cost?](#)

A report by the Thomas B. Fordham Institute that estimates the implementation cost for each of the forty-five states (and the District of Columbia) that have adopted the Common Core State Standards and shows that costs naturally depend on how states approach implementation. Authors Patrick J. Murphy of the University of San Francisco and Elliot Regenstein of EducationCounsel LLC illustrate this with three models: business as usual, bare bones and balanced implementation. The report examines the tradeoffs associated with each strategy and estimates how much the three approaches would cost each state that has adopted the Common Core.

[Realizing the Potential: How Governors Can Lead Effective Implementation of the Common Core State Standards](#)

This October 2011 National Governors Association (NGA) report provides governors and other state policymakers with guidance to transition their school systems to the standards.

[Preparing for Change: A National Perspective on Common Core State Standards Implementation Planning](#)

This January 2012 report, published by Education First and the EPE Research Center, highlights the results of a survey conducted in June 2011 on state implementation planning.

[Partnering for Student Success: How states and districts collaborate to innovate](#)

This U.S. Education Delivery Institute report provides case studies of promising practices where state education leaders are maximizing the impact of their efforts by creating strong, collaborative relationships with school leaders throughout their states.

MATHEMATICS COMMON CORE STATE STANDARDS RESOURCES

K-8 Publisher's Criteria for Common Core State Standards for Mathematics

This document, developed by the lead authors of the CCSS for Mathematics and endorsed by CCSSO, NGA, Achieve, the National Association of State Boards of Education, and the Council of Great City Schools, aims to support faithful implementation of the Common Core State Standards for Mathematics by providing criteria for aligned materials. Based on the two major evidence-based design principles of the CCSSM, focus and coherence, the document intends to guide the work of publishers and curriculum developers, as well as states and school districts, as they design, evaluate, and select materials or revise existing materials.

Creator: CCSS lead writers

Contact: commonstandards@ccsso.org

Illustrative Mathematics Project

The Illustrative Mathematics Project provides guidance to the work of states, assessment consortia, and testing companies by illustrating the range and types of mathematical work that students will experience in a faithful implementation of the standards.

Creator/Lead Author: Bill McCallum, lead math standards writer and Linda Plattner, Chief Executive Officer for the Illustrative Mathematics Project

Status: New tasks added weekly.

CCSS Curriculum Analysis Tool and Professional Development Materials

Led by Bill Bush, University of Louisville, and initiated at the request of Council of Chief State School Officers (CCSSO), this project is developing tools for assessing the potential of curriculum materials to support students' attainment of the CCSS, including the Standards for Mathematical Practice.

Creator/Lead Author: Bill Bush, University of Louisville

Status: Available on National Council of Supervisors of Mathematics website

Progressions documents for the Common Core Math Standards

The goal of this work is to produce math progressions, which are narrative documents describing the progression of a topic across a number of grade levels, informed both by research on children's cognitive development and by the logical structure of mathematics. The original math Common Core writing team will finalize and publish these documents. [Drafts of the progressions developed to date are posted to the web site.](#)

Creator/Lead Author: Bill McCallum, lead math standards writer

Timeline: Under development, drafts available for review

[AchievetheCore.org](http://www.achievethecore.org)

The Student Achievement Partners (SAP), an organization led by David Coleman, Jasonimba, and Sue Pimentel, three of the lead writers of the Common Core State Standards, recently launched a website to share free, open-source resources to support Common Core implementation at the classroom, district, and state level: www.achievethecore.org. The mathematics resources on the web site include information on the key instructional shifts for math and guidance for focusing math instruction.

[Hyperlinked version of the math standards](#)

This electronic version of the Common Core State Standards for Mathematics provides hyperlinks within the document so a reader can electronically navigate the standards with fluidity.

Creator/Lead Author: Bill McCallum, lead math standards writer

[Classroom examples and tools for mathematics instruction](#)

Inside Mathematics is a professional resource for educators that features classroom examples of innovative teaching methods and insights into student learning, tools for mathematics instruction that teachers can use immediately, and video tours of the ideas and materials on the website. Inside Mathematics will be aligning its tools and examples to the Common Core.

Timeline: [Sign up on the Inside Mathematics web site for notifications when resources are available.](#)

Research-based professional development for math Common Core implementation

Research study entitled “Articulating Research Ideas that Support the Implementation of the Professional Development Needed for Making the Common Core State Standards in Mathematics Reality for K-12 Teachers” This National Science Foundation (NSF) funded project will coordinate knowledge from different fields to develop recommendations for the design, implementation, and assessment of large-scale professional development systems consistent with the mathematics of the Common Core State Standards. Research results from diverse perspectives (e.g., mathematics education, organizational theory, professional development) will be articulated into a coherent framework and a set of recommendations for successful large-scale, system-level implementation of mathematics professional development initiatives. The recommendations will be disseminated through the National Council of Teachers of Mathematics.

Creators/Lead Authors: North Carolina State University researchers

Contact: Project director and principal investigator [Paola Sztajn](#)

Timeline: Ongoing, a [November 2011 summary report](#) of their work is available online.

[Math Common Core Coalition](#)

The Mathematics Common Core Coalition works to provide expertise and advice on issues related to the effective implementation of the Common Core State Standards for School Mathematics (CCSSM). The site includes material or links to information and resources that the organizations of the coalition are providing to the public and the education community about the CCSSM.

Coalition Members: the National Council of Teachers of Mathematics (NCTM), the National Council of Supervisors of Mathematics (NCSM), the Association of Mathematics Teacher Educators (AMTE), the Association of State Supervisors of Mathematics (ASSM), the Council of Chief State School Officers (CCSSO), the National Governors Association (NGA), the SMARTER Balanced Assessment Consortium, and the Partnership for the Assessment of Readiness for College and Careers (PARCC).

Timeline: Resources added on an ongoing basis. To suggest resources to add to the site, contact [CCSSO](#).

[Mathematics Design Collaborative](#)

The Mathematics Design Collaborative (MDC) is a group of curriculum designers, assessment developers, professional learning specialists, and district and school networks. The Bill and Melinda Gates Foundation funded MDC to develop high-quality instructional tools and professional support services. This site provides teachers with an opportunity to connect with other teachers who are using new tools in Math and Literacy to implement the new Common Core State Standards. Teachers can seek ideas and advice, share challenges, or find specific teaching tools and strategies to use in their classrooms.

Contact: [CCSSO](#)

[Bill McCallum's blog](#)

Math Common Core lead writer Bill McCallum keeps a blog of math Common Core implementation projects that he hears of through his work. This blog also includes a catalogue of Bill's responses to frequently asked questions about the content of the standards that he receives from educators.

[Related Information and Publications](#)

[CCSSO Webinar: Mathematics Common Core Standards and the Concept of Focus](#)

On April 30, 2012, CCSSO hosted a webinar on the Common Core mathematics. Our presenter

was Ellen Whitesides, advisor for the Math SCASS. The webinar included a presentation on the concept of focus in the Math standards, the work of the Math SCASS, and information on the Illustrative Mathematics Project.

[CCSSO Webinar: Common Core State Standards for Mathematics: Shifts and Implications for Instruction](#)

On March 29, CCSSO hosted a webinar, supported by the Kansas EAG State Consortium project, titled "Common Core State Standards for Mathematics: Shifts and Implications for Instruction". Presenter Beth Cocuzza, of Student Achievement Partners, is a New Jersey mathematics educator and curriculum expert. Student Achievement Partners is a nonprofit organization founded by three of the contributing authors of the Common Core State Standards that assembles educators and researchers to design actions based on evidence to improve student achievement.

[Research: Common Core Math Standards Implementation Can Lead to Improved Student Achievement](#)

In May 2012, Dr. William Schmidt of Michigan State University released key conclusions from his research detailing how the Common Core State Standards (CCSS) for mathematics can potentially improve the performance of U.S. students if implemented appropriately. In an event co-sponsored by Achieve, Chiefs for Change and the Foundation for Excellence in Education, Dr. Schmidt presented a briefing on his work: *Common Core State Standards Math: The Relationship Between High Standards, Systemic Implementation and Student Achievement*. Dr. Schmidt also [penned a July 2012 commentary in Education Week](#) that summarizes this research.

Horizon Research, Inc. recently released [A Priority Research Agenda for Understanding the Influence of the Common Core State Standards for Mathematics](#). This report details the rationale for, and recommendations of, a priority research agenda for understanding the influence of the CCSSM. It concludes with methodological considerations for carrying out the proposed agenda. The priority research agenda was developed with broad-based input from mathematics education and policy researchers.

ENGLISH LANGUAGE ARTS (ELA) COMMON CORE STATE STANDARDS RESOURCES

Publisher's Criteria for the Common Core State Standards in English Language Arts and Literacy

The Publishers' Criteria for English Language Arts and Literacy were developed by the lead authors of the standards and endorsed by CCSSO, NGA, NASBE, Achieve and the Council of Great City Schools to guide publishers and curriculum developers as they work to ensure alignment with the Common Core State Standards in developing reading materials for the early grades (K-2) and the later grades (3-12). The criteria articulated below concentrate on the most significant elements of the Common Core State Standards for literacy and lay out their implications for aligning materials with the standards. They are intended to direct curriculum developers and publishers to be purposeful and strategic in both what to include and what to exclude in instructional material. By underscoring what matters most in the standards, the criteria illustrate what shifts must take place in the next generation of curricula, including paring away elements that distract or are at odds with the Common Core State Standards. These guidelines are not meant to dictate classroom practice but rather to ensure that teachers receive effective tools.

[Publishers' Criteria for K-2](#)

[Publishers' Criteria for 3-12](#)

Creators/Lead Authors: Sue Pimentel and David Coleman, lead CCSS ELA standards writers

Contact: [CCSSO](#)

AchievetheCore.org

The Student Achievement Partners (SAP), an organization led by David Coleman, Sue Pimentel and Jason Zimba, three of the lead writers of the Common Core State Standards, recently launched a website to share free, open-source resources to support Common Core implementation at the classroom, district, and state level: www.achievethecore.org. Resources currently available include the most recent edition of the English Language Arts (ELA) Publishers' Criteria, , and guides to writing text dependent questions. Additional resources will be added throughout 2012 and 2013.

Literacy Design Collaborative

The collaborative, hosted by New Visions, with the support of the Bill and Melinda Gates Foundation, is an informational space for school leaders to locate resources for Common Core

State Standards. New Visions will be working with select schools to develop, test out and share curriculum aligned to the Common Core State Standards (CCSS) using Literacy Design Collaborative (LDC) and Shell Centre strategies.

Contact: [CCSSO](#)

Related Information and Publications

CCSSO Webinar on Text Complexity

The recording of the January 26, 2012 webinar on text complexity and the accompanying materials are [available online](#). The webinar, which focused on tools and resources to support teachers and districts on text complexity, featured Sue Pimentel, a member of the Common Core State Standards English language arts writing committee, as well as representatives from the Kansas and Louisiana Departments of Education.

CCSSO Webinar: Language Arts Instructional Strategies for Special Education and All Teachers

On April 10, CCSSO hosted a webinar, supported by the Kansas EAG State Consortium project, titled "Language Arts Instructional Strategies for Special Education Teachers and All Teachers". Presenter Lisa Campbell, ELA and special education specialist and professional development leader of Hamilton County, Ohio, focused on critical changes in methods and content of instruction in language arts in the elementary grades under the Common Core Standards that teachers will need to incorporate into their instruction and curriculum.

CCSSO Webinar: The Common Core State Standards for ELA: Shifts and Implications for Instruction

On April 12, CCSSO hosted a webinar, supported by the Kansas EAG State Consortium project, titled "The Common Core State Standards for English Language Arts: Shifts and Implications for ELA Instruction". Presenters Meredith and David Liben, ELA instructional specialists and professional development leaders, work with Student Achievement Partners, a nonprofit organization founded by three of the contributing authors of the Common Core State Standards that assembles educators and researchers to design actions based on evidence to improve student achievement. The webinar includes discussion led by Sandra Warren, ASES SCASS adviser, and Kris Shaw, ELA specialist in Kansas State Department of Education.

CONNECTING CAREER AND TECHNICAL EDUCATION TO THE COMMON CORE

[Common Core Standards and Career Technical Education Classroom Tasks](#)

Achieve and the National Association of State Directors of Career Technical Education, jointly piloted a process where educators evaluated, modified, and/or developed instructional tasks that demonstrate how Career Technical Education (CTE) content can be leveraged throughout high school mathematics. The tasks were developed by high school and postsecondary mathematics and CTE educators, and validated by content experts in the Common Core State Standards in mathematics and the National Career Clusters Knowledge & Skills Statements. They were developed with the purpose of demonstrating how the Common Core and CTE Knowledge & Skills Statements can be integrated into classroom learning – and to provide classroom teachers with a truly authentic task for either mathematics or CTE courses.

[Common Core State Standards & Career and Technical Education: Bridging the Divide between College and Career Readiness](#)

In May 2012, Achieve released a brief which outlines a set of eight strategies state and district leaders can leverage to ensure the implementation of Common Core State Standards engages, informs, and benefits from the career and technical education (CTE) community, a critical partner in the broader college- and career-ready agenda. The paper was prepared for Achieve by Hans Meeder and Thom Suddreth of the Meeder Consulting Group, with the Association for Career and Technical Education and the National Association of State Directors of Career Technical Education Consortium.

CONNECTING ENGLISH LANGUAGE LEARNERS TO THE COMMON CORE

English Language Proficiency Development Framework

Many states have begun the process of developing or adopting English Language Proficiency (ELP) standards and recognize the need to align this work with the Common Core State Standards (CCSS) and the forthcoming Next Generation Science Standards (NGSS). This need stems not only from a desire to ensure that all students receive the rigorous and systematic education they need to graduate from high school as college and career ready, but also because

states must have ELP standards aligned to college and career ready standards as a requirement to receive an ESEA waiver.

The English Language Proficiency Development (ELPD) framework outlines the underlying English language practices and uses found in the CCSS and the NGSS; communicates to ELL stakeholders the language that all ELLs must acquire in order to successfully engage the CCSS and NGSS; and sketches out a procedure by which to evaluate the degree of alignment present between the framework (that corresponds to the language demands of the CCSS and NGSS) and the ELP standards under consideration or adopted by states.

Creator: Council of Chief State School Officers

Contact: [Katey McGettrick](#)

[Understanding Language Project at Stanford University](#)

Understanding Language aims to heighten educator awareness of the critical role that language plays in the new Common Core State Standards and Next Generation Science Standards. The long-term goal of the initiative is to increase recognition that learning the language of each academic discipline is essential to learning content. Obtaining, evaluating, and communicating information; articulating and building on ideas; constructing explanations; engaging in argument from evidence—such language-rich performance expectations permeate the new Standards.

The project recently issued a set of commissioned papers focusing on the shifts, challenges, and opportunities found in the new Standards. These papers offer strategic analyses of the language demands and opportunities contained in the new Standards. They also offer guidance on implementation in areas such as assessment and teacher professional development.

CONNECTING STUDENTS WITH DISABILITIES TO THE COMMON CORE

[CCSSO Webinar: Language Arts Instructional Strategies for Special Education and All Teachers](#)

On April 10, CCSSO hosted a webinar, supported by the Kansas EAG State Consortium project, titled "Language Arts Instructional Strategies for Special Education Teachers and All Teachers". Presenter Lisa Campbell, ELA and special education specialist and professional development leader of Hamilton County, Ohio, focused on critical changes in methods and content of instruction in language arts in the elementary grades under the Common Core Standards that teachers will need to incorporate into their instruction and curriculum.

[CCSSO Webinar: Transition to the CCSS for Teachers of Students with Significant Cognitive Disabilities](#)

On April 16, CCSSO hosted a webinar, supported by the Kansas EAG State Consortium project, titled "Transition to the CCSS for Teachers of Student with Significant Cognitive Disabilities" Aligning Instruction to Standards". Presenter Karen Erickson, special education expert at the University of North Carolina - Chapel Hill, focused on important transitions in instructional approach for teachers of students with significant cognitive disabilities.

[CCSSO Webinar: Overview of the 1% Assessment Consortia](#)

On July 10, CCSSO hosted a webinar to provide an overview of the two assessment consortia funded to design assessment systems aligned to the Common Core for students with the most significant cognitive disabilities, Dynamic Learning Maps (DLM) and the National Center and State Collaborative (NCSC) Partnership. These new alternate assessments are expected to fit cohesively within the comprehensive assessment systems under development by the Partnership for Assessment Readiness for College and Careers (PARCC) and the Smarter Balanced Assessment Consortium (Smarter Balanced). Both DLM and NCSC are to be ready for use by the 2014-15 school year, the same year in which the comprehensive assessment systems will be operational. Rachel Quenemoen (NCSC) and Neal Kingston(DLM) discussed similarities and differences between the consortia and how their work connects to the Common Core, which was followed by Q&A with the audience.

DEFINING COLLEGE AND CAREER READINESS

[National High School Center College and Career Readiness Webinar Series \(June 2012\)](#)

During the month of June, the National High School Center hosted a series of Webinars on [college and career readiness](#) (CCR). Nationally-recognized experts and practitioners in the field of college and career readiness shared their perspectives on defining and actualizing college and career readiness for all students. Topics included:

- The Complexity of College and Career Readiness
- College and Career Readiness and Linked Learning
- College and Career Readiness and Students with Disabilities
- Aligning Resources, Structures, and Supports for Actualizing College and Career Readiness

The Future Ready Project

Achieve's Future Ready Project is an initiative to promote and sustain college- and career-ready education policies in all states. This website is the online, one-stop resource center for the Project. It was designed to provide state and local college- and career-ready advocates with the information, strategies, messages, and tools needed to effectively make the case for the college- and career-ready agenda in their states.

Educational Policy Improvement Center's Definition of College and Career Readiness

Dr. David Conley, founder of EPIC, has developed a definition of college and career readiness, which is available on the center's website. Dr. Conley presented to CCSSO's Implementing the Common Core Standards state collaborative in December 2011 on college and career readiness. Additional presentations and resources about college and career readiness are available on EPIC's website.

COMMUNICATIONS AND PUBLIC AWARENESS

Polling on Public Awareness and Support

In June 2012, Achieve released a national poll – Growing Awareness, Growing Support: Teacher and Voter Understanding of the Common Core State Standards & Assessments that showed teachers are increasingly knowledgeable about the Common Core State Standards (CCSS) and that they like what they see. The poll built on the results of Achieve's August 2011 poll. In those 8-9 months, awareness among teachers on the CCSS and common assessments increased and their support also increased. The voting public continues to give high marks to the idea of having common standards and assessments. When given additional information about the CCSS and the related assessment, their support remains high.

ASSESSMENT CONSORTIA INFORMATION

General Assessment Consortia

Two state-led consortia – the Smarter Balanced Assessment Consortium (Smarter Balanced) and the Partnership for the Assessment of Readiness for College and Careers (PARCC) – are currently developing the assessments that will test students on the new standards beginning in the 2014-2015 school year. You can sign up for updates on their work through their web sites:

[Partnership for Assessment of Readiness for College and Careers \(PARCC\)](#)

[Smarter Balanced Assessment Consortium \(Smarter Balanced\)](#)

Each consortium has released model content frameworks in ELA and Math and posted them on their respective websites:

[PARCC Model Content Frameworks](#)

[Smarter Balanced Content Specifications](#)

Alternate Assessment Consortia

Two state-led consortia are developing Common Core assessments for students with the most significant cognitive disabilities, which is about 1% of the student population:

[Dynamic Learning Maps](#)

[National Center and State Collaborative](#)

ELP Assessment Consortium

One state-led consortium is developing an English language proficiency (ELP) assessment corresponding to the Common Core State Standards:

[ASSETS: Assessment Services Supporting ELs through Technology Systems](#)

Related Resources and Publications

CCSSO Webinar: Overview of the 1% Assessment Consortia

On July 10, CCSSO hosted a webinar to provide an overview of the two assessment consortia funded to design assessment systems aligned to the Common Core for students with the most significant cognitive disabilities, Dynamic Learning Maps (DLM) and the National Center and State Collaborative (NCSC) Partnership. These new alternate assessments are expected to fit cohesively within the comprehensive assessment systems under development by the Partnership for Assessment Readiness for College and Careers (PARCC) and the Smarter Balanced Assessment Consortium (Smarter Balanced). Both DLM and NCSC are to be ready for use by the 2014-15 school year, the same year in which the comprehensive assessment systems will be operational. Rachel Quenemoen (NCSC) and Neal Kingston (DLM) discussed similarities and differences between the consortia and how their work connects to the Common Core, which was followed by Q&A with the audience.

Publication: Coming Together to Raise Achievement: New Assessments for the Common Core State Standards

This guide, published by the K-12 Center at ETS, provides information about the designs, work, and timelines for each of the five assessment consortia. It also includes advice from educators about what teachers and schools can do now to start the transition to the Common Core State Standards, an annotated list of helpful websites and online resources, and an explanation of evidence-centered design, the process being used to develop the new assessments, and its benefits.

Publication: December 2011 report from the National Center for Higher Education

Management Systems (NCHEMS) identifies the conditions that can help build consensus between state K-12 and postsecondary systems on policy issues. It specifically makes recommendations for meaningful involvement by higher education in the implementation of the Common Core State Standards and assessments by identifying criteria that reflect a state's capacity for alignment between K-12 and higher education as well as the hallmarks of what meaningful higher education involvement looks like.